**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Craddock** | **Grade:3** | | | **5 Days Date(s)**: 9/13/12 - 9/19/12  Thursday – Wednesday | |
| **Unit Title: Prove It!** | | **Corresponding Unit Task: Task 3**  **Prove It Paper** | | | |
| **Essential Question(s): How can I use text evidence** **to write a paper that will prove my point?** | | | | | |
| **Materials/Resources** | | **Essential Vocabulary** | | | |
| **Teacher/Student:**   * Student materials including notes in   Reader’s Notebook   * Tab Book * Science Non-fiction Picture book @ energy  1. Energy Island: How One Community Harnessed the Wind and Changed the World   By Alan Drummond  **OR**   1. Why Should I Save Energy?   (Why Should I? Books)  By Jen Green and  Mike Gordon   * Science A-Z Booklet\*:   Energy Sources Pros and Cons @ energy w/ good examples of explanatory text, text (textual) evidence, text features   * Rubric for Writing * Graphic organizer * Powerpoint @ this lesson   \*[raz\_lz19\_energysources\_clr (1).pdf](file:///C:\Users\J%20J\Documents\raz_lz19_energysources_clr%20(1).pdf)  found at Science A-Z, a division of ReadingA-Z.com  **Modeled** I Do - You Watch  **Shared** We Do  **Guided Practice** You Do - I Watch  **Independent** You Do | | | **editing** - A part of the writing process that is concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience;  **explanatory text-** a written selection intended to explain an idea, a topic, or a process  **organization –** the way ideas are put together  **revising** - A part of the writing process that is concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience  **task –** culminating project with scoring guides that provide evidence that the standards have been met  **text (textual) evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science  **text feature –** How expository text physically looks on the page | | |
| **Standards addressed** | | | | |  |
| **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  **W.3.2**. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  **c.** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  **d.** Provide a concluding statement or section.  **W.3.5**. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.3.10**. - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple**, compound, and complex **sentences.**  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.1a** - **Explain the function of nouns, pronouns,** verbs, adjectives, and adverbs **in general and their functions in particular sentences.**  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade:3** | | | | | **Date(s)**: 9/13/12 - 9/19/12  Thursday - Wednesday | |
|  | | | | | **Corresponding Unit Task: Task 3 Prove It Paper** | |
| **Students** will write an informational paper on the topic selected in Task 2. This informational paper should follow the format of a simple report and should serve the purpose of educating an audience about the following:   1. What are causes that contribute to a lack of this resource? 2. Why is conserving this resource important? 3. What are practical steps that can be taken at school to conserve this resource?   Students should use the textual evidence collected in Task 2 as they write their paper.  **Teachers** must model how to write an informational paper for students. Teachers will model the thinking aloud process while actually writing in front of students. Instruction and modeling will include:   * How to organize the paper * How to transition from the notes pages in Task 2 to paragraphs * How to hook the reader * How to write a strong opening paragraph * How to write a strong closing paragraph, etc.   Additionally, teachers must model taking a piece of writing through the writing process which includes:   * **Planning**- The notes pages completed in Task 2 can serve as the organizer for planning. Teachers will need to model how these documents can be used to support writing as students begin to work. * **Drafting** * **Editing** * **Revising** * **Publishing**   Students will take this piece of informational writing through the entire writing process.  **Keep the Prove It Paper!** The final draft will be included in the case file as part of the engaging scenario. | | | | | | |
| **Reading**  **Standards:** **Power RL.3.10**. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently  **RI.3.10**. - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  **Supporting RL.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RL.3.5**. - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **RF.3.3**. - Know and apply grade-level phonics and word analysis skills in decoding words.  **RF.3.3c** - Decode multi-syllable words.  **RF.3.3d** - Read grade-appropriate irregularly spelled words.  **RF.3.4**. - Read with sufficient accuracy and fluency to support comprehension.  **RF.3.4a** - Read grade-level text with purpose and understanding.  **RF.3.4c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **Reading**  **I Can Statement(s): I can** -read and comprehend informational texts, including history/social studies, science, and technical texts.  *(By the end of the year at the high end of the grades 2–3 text complexity band independently and proficiently).* | | | | | | |
| **Writing**  **W.3.4**. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **W.3.5**. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.3.8**. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **Writing I Can Statement(s): I can** – write an informative text to examine a topic and convey ideas and information clearly. | | | | | | |
| **Language**  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1a** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  **L.3.1i** - Produce simple, compound, and complex sentences.  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.4**. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  **Language I Can Statement(s): I can -**demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | |
| **Speaking and Listening**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.**  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion.  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **Speaking and Listening I Can Statement(s):** I can- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | | | | | |
| **Word Study**  **Standards:** **Power L.3.3**. - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.3.6**. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **Supporting** **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1a** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  **L.3.1i** - Produce simple, compound, and complex sentences.  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **L.3.4**. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  **Word Study I Can Statement(s): I can-**use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  Shared  Guided Practice  Independent | | | **Day One**    **Reading I Can Statement(s): I can** ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **Instructional Plan:**  **Activating Strategy:**   1. Teacher reads Science Non-fiction Picture book @ energy(Energy Island: How One Community Harnessed the Wind and Changed the World   By Alan Drummond  **OR**   1. Why Should I Save Energy?(Why Should I? Books)By Jen Green and Mike Gordon)   to class aloud, modeling think aloud strategies. Teacher will begin to frontload ideas on making connections between how to read text, how to generate ideas in order to write their own text,and how to write text. Teacher will share example of how teacher filled out graphic organizer.  Teacher example of **Prove It** Paper graphic organizer:  [We Need To Conserve Water.pdf](file:///C:\Users\J%20J\Documents\We%20Need%20To%20Conserve%20Water.pdf) \*  Persuasion map graphic organizer found at:  http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html  Students will then begin to use their notes taken during Note Taking Task 2 to formulate a **Prove It Paper** in which they summarize main ideas in order to prove their point about a fact @ an energy topic. Students notes kept and compiled in their Reader’s Notebook, see previous Task 3.  **Strategies for Teaching Editing & Revising**  <http://www.arliteracymodel.com/pdf/elsgmanual/Revision%20and%20Editing%20Process.pdf>  [Peer Edit With Perfection](http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html)- Great tools for teaching peer editing from Read, Write, Think  [Editing Checklist](http://www.readwritethink.org/files/resources/lesson_images/lesson856/edit.pdf)- Use or modify this editing checklist from Read, Write, Think to use with students. | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  Guided Practice  Independent | | **Day Two**  **Writing I Can Statement(s): I can** – write an informative text to examine a topic and convey ideas and information clearly.  **Instructional Plan:** Students will use notes taken during Note Taking Task 2 to continue to formulate a **Prove It Paper** in which they summarize main ideas in order to prove their point about a fact @ an energy topic. Students will begin to generate rough draft of their prove it paper.  \* see Differentiation Strategies below for additional ideas for graphic organizers.  Additional Differentiation Strategies for paper include planning to allow different levels to produce different lengths of the paper:   * Level One -One paragraph with complete sentences with three well thought out ideas and support. Format: Beginning, Middle, End * Level Two -Three paragraphs with complete sentences with three well thought out ideas and further support. Format: Beginning, Middle, End * Level Three –Five paragraphs with complete sentences with three well thought out ideas and further support. Format: Introduction, Beginning, Middle, End, Conclusion   **Explicit Instruction-** Students will need explicit instruction on how to write informative and explanatory texts. For more information about how to teach this type of writing visit <http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html>.  **Teaching the Writing Process-** Teachers must explicitly model and teach each step in the writing process. For information about the writing process, visit [http://www.readwritethink.org/professional-development/ strategy-guides/implementing-writing-process-30386.html](http://www.readwritethink.org/professional-development/%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20strategy-guides/implementing-writing-process-30386.html) | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  Guided Practice  Independent | | **Day Three**  **Speaking and Listening I Can Statement(s):** I can- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  **Instructional Plan:** Students will follow writing process further, editing, revising & rewriting to formulate rough draft into revised copy, then preparing for final copy. | | |
|  | |  | | |
| Gradual Release of Responsibility:  Modeled  xShared  xGuided Practice  Independent | | **Day Four**  **Word Study I Can Statement(s): I can-**use knowledge of language and its conventions when writing, speaking, reading, or listening.  **Instructional Plan:** Students will follow writing process further, editing, revising & rewriting to formulate revised copy into final copy. | | | |
| **Gradual Release of Responsibility:**  ×Modeled  xShared  xGuided Practice xIndependent | | **Day Five**  **Writing I Can Statement(s) : I can** write informative/explanatory texts to examine a topic and convey ideas and information clearly.    **Instructional Plan:** Students will complete writing process, revising work into final copy of Prove It paper, then prepare final copy for turning in or presenting to class.  **Keep the Prove It Paper!**  The final draft will be included in the case file as part of the engaging scenario. | | | |
| **Extension** | | What does a lawyer really do? Research what a lawyer really does and how she prepare a case for deliberation to the jury.  Share your finding with your classmates. Students can practice their speaking and listening skills in preparation for the trial. | | | |
| **Intervention** | | * Students can use differentiated levels of text for their energy research * Students can use differentiated version of graphic organizer to structure their paper * Peer editing, can modify peer editor based on needs * Students can use completed or modified two-column notes to write informational paper using the Key Comprehension Routine Summary Template. * Teachers can provide the students with completed two-column notes for students to transfer to summary template. * Students can independently complete summary template and then receive assistance from teacher or peer to complete the written informational paper. * Students can receive assistance with technology components of task, depending on their comfort level with computer   *Resource: Key Comprehension Routine Summary Template*    Other Strategies   * Struggling writers may use the sentence frames provided with the support of the teacher to complete this task. | | | |

*Note: This template does not reflect the lesson plans for Guided Reading*

**Task # 3 Prove It Paper Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria or**  **Attributes** | **Levels of Achievement** | | | | |
| **4**  **Exemplary** | **3**  **Adequate** | **2**  **Partial** | **1**  **Minimal** | **0**  **No Credit** |
| **Organization/**  **Content** | **Includes all of Level 3 descriptors plus:**  Writing displays evidence of personal reflection or extension.  And  The student distinguishes and prioritizes the most relevant textual evidence to include in his/her writing. | Topic is clear and supported with ample facts and details.  And  Selected text evidence answers all of the research questions effectively.  And  Uses and cites multiple sources to gather information about the topic.  And  Organization is evident with an introduction, a conclusion, and relevant information grouped together. | Topic is clear but is supported with few facts and details.  And /Or  Selected text evidence answers a minimum of 2 research questions effectively.  And /Or  Uses multiple sources to gather some information about the topic.  And/Or  Organization is evident but may be lacking a strong introduction or conclusion. | Topic is unclear.  And /Or  Topic is not supported with facts and details.  And /Or  Selected text evidence answers 1 research question effectively.  And /Or  Uses multiple sources to gather limited information about the topic.  And/Or  Organization is lacking and/or there is little evidence of an introduction or conclusion. | Topic is unclear.  And /Or  Topic is not supported with facts and details.  And /Or  Selected text evidence does not answer research questions effectively.  And /Or  Does not use multiple sources to gather information about the topic.  And/Or  No evidence of organization, an introduction, or a conclusion. |